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ABSTRACT

This report evaluates Florida school district requirements concerning use of the exceptional student education (ESE) Matrix of Services, which is required by the state only for students receiving the most intensive special education services. It provides background information, an explanation of the method used to gather data, and results of the data collection efforts. The history of exceptional education funding in Florida is reviewed from 1973 to the present, noting the change in 2000 in requirements for completing the matrix to reduce the paperwork burden associated with state funding. A telephone survey was conducted of all 67 Florida school districts that examined who completes the matrixes and how often matrixes are completed, and collected feedback from teachers regarding the matrixes. Although 34 districts completed matrixes only as required under state law, other districts completed matrixes for additional students. Districts completed matrixes for borderline and initially placed students and to keep track of changes. Responsibility for matrix completion was most commonly assigned to special education teachers. Frequency of matrix completion was evenly divided between districts who completed matrixes every three years or annually. Few districts reported negative feedback regarding paperwork requirements of matrix completion. A sample matrix form and a funding formula chart are appended. (DB)

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ED 473 544

USE OF THE EXCEPTIONAL STUDENT EDUCATION MATRIX OF SERVICES

Florida Department of Education
Charlie Crist, Commissioner

January 2002

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USE OF THE EXCEPTIONAL STUDENT EDUCATION MATRIX OF SERVICES

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Introduction

In 2000, the Florida Legislature revised the Florida Education Finance Program (FEFP) for exceptional student education (ESE) programs in order to reduce the paperwork burden associated with state funding. Beginning with the 1997-98 school year, districts were required to complete a Matrix of Services for every exceptional student at least annually. With the change made by the 2000 legislation, matrixes were required for only a small percentage of the exceptional student population-those funded at Support Levels 4 and 5—at initial placement in exceptional student education and every three years.

Section 108, 2001 General Appropriations Act, states "...the Commissioner of Education shall determine whether classroom teachers in each school district are being required to use the ESE Matrix of Services for any students other than students funded in Support Levels IV and V of the Florida Education Finance Program. A report containing findings shall be provided to the Governor and the Legislature on or before January 15, 2002. This report shall include a detailed explanation for districts which continue to require use of the matrix."

The purpose of this report is to provide the Governor and the Legislature with the information requested in the 2001 Appropriations Act. The report contains background information, an explanation of the method used to gather the data, and the results of the data collection efforts.

Background

Exceptional Education Funding

From 1973 to 1997, services for exceptional education students were funded through the Florida Education Finance Program (FEFP) using weighted cost factors that were based on eligibility for a specific exceptional program. With some exceptions, students generated weighted funding for the amount of time they spent in classes with other exceptional education students and basic funding for the time they spent with their nondisabled peers.

In September 1992, a committee of superintendents, district exceptional student education directors and finance officers, a representative of Florida Tax Watch, and Department of Education staff began studying the existing FEFP. The committee was charged with identifying and recommending a revised funding model for exceptional student education. The revision they proposed was designed to support both traditional and new service delivery models along the entire of continuum of services required by federal and state regulations. The revised model increased the districts' flexibility and removed the concern that weighted funding could only be generated in special settings.

At the same time Florida was examining its funding model, revisions to the federal Individuals with Disabilities Education Act (IDEA) were being developed. Since 1975, IDEA, and its predecessor, the Education of the Handicapped Act (EHA), required that students with disabilities be educated in the "least restrictive environment" (LRE). This means that to the "maximum extent appropriate," children with disabilities must be educated with children who are not disabled. The 1997 amendments to IDEA added a provision that state funding mechanisms cannot result in placements of students that violate federal LRE requirements. The proposed exceptional education funding model met this additional requirement under IDEA, putting Florida well ahead of many other states with respect to the LRE/state funding mechanism provisions.

In 1997, the Florida Legislature adopted the revised Exceptional Student Education/Florida Education Finance Program (ESE/FEFP) funding model for statewide implementation.

Matrix of Services

The Matrix of Services was the cornerstone of the new funding model. Consistent with the services identified through the individual educational plan (IEP), family support plan, or educational plan (EP) process, the Matrix of Services was used to determine which one of five cost factors would apply to each eligible exceptional education student. Public school personnel who had received approved training completed matrixes at least annually. Additionally, each time an exceptional student's IEP, family support plan, or EP was reviewed, the Matrix of Services was also reviewed.

The Matrix of Services form consists of four pages (See Appendix A). Information about the student and the student's current eligibility is recorded on the first page. The remaining three pages of the matrix contain checklists of services in each of the five domains (Curriculum and Learning Environment; Social/Emotional Behavior; Independent Functioning; Health Care; and Communication) and a special considerations section.

Following completion of the student information section, matrix completers check all the services that will be provided to the student based on the information contained in the IEP, family support plan, or EP. Once all of the services have been checked, the rater checks the box indicating the highest level at which services have been indicated in each domain. The sum of these domain ratings and any special considerations points corresponds to one of five cost factors which is recorded on the first page of the matrix.

1997-1998 Through 1999-2000

From 1997-98 through 1999-2000, matrixes were required for all exceptional education students. This requirement involved the completion of matrix forms on an at-least annual basis for over 400,000 students. Approximately 60 percent of the students were rated at the lowest exceptional education cost factor, Support Level 1. Approximately twenty-five percent were rated at Support Level 2 and ten percent at Support Level 3. Between five and six percent of exceptional education students were rated at the two highest levels, Support Levels 4 and 5.

2000-2001 to the Present

Effective July 1, 2000, section 236.081(1)(c), Florida Statutes was revised deleting the program cost factors for Support Levels 1, 2, and 3. Students formerly reported at these support levels are now reported by grade group without regard to level of service provided. This reporting is as follows: 111 (grades PK-3 Basic, with ESE Services), 112 (grades 4-8 Basic, with ESE Services), and 113 (grades 9-12 Basic, with ESE Services). These programs have the same cost factors as basic programs 101-103. No matrix of services is required for these students. In order to fund exceptional education and related services, an Exceptional Student Education Guaranteed Allocation was established by the Legislature in addition to the basic funding. Matrixes are still required at the time of initial placement and at least once every three years for students at Support Levels 4 and 5 (cost factors 254-255) and these students continue to generate weighted funding as in 1997-1998 through 1999-2000. In 1999-2000, 4.7 percent of exceptional education students were reported at Support Levels 4 and 5, while in 2000-01 5.2 percent of exceptional education students were reported at these levels.

During the 2001 Legislative session, Section 229.05371, Florida Statutes, was amended to require that matrixes be completed for any student participating in the John M. McKay Scholarships for Students with Disabilities Program. For students who do not have a matrix under current law, the school district is required to "...complete a matrix that assigns the student to one of the levels of service as they existed prior to the 2000-2001 school year...." The matrix level determined by the district is then used in determining the scholarship amount for each participating student.

On July 12, 2001, the Deputy Commissioner for Planning, Budgeting and Management issued a memorandum to district school superintendents requiring that school districts complete a matrix of services for all students with disabilities in charter schools or Department of Juvenile Justice programs whose service levels are above Level 1. This calculation is then used to determine the weighted funding for each student. A copy of this memorandum (DPBM # 02-04) is contained in Appendix B.

Data Collection

Data from the 67 school districts was gathered via telephone survey during August and September 2001. Respondents included district administrators of exceptional student education or their designees. The questions asked were:

- For which students are matrixes completed?
- For what purpose are matrixes completed on students other than
  (1) those rated 254-255,
  (2) students at DJJ and charter schools, and
  (3) John M. McKay scholarship students?
- Who completes matrixes?
- How often are matrixes completed?
- What feedback have you received from teachers and others regarding completion of matrixes for other than 254-255, charter school, DJJ, or McKay scholarship students?

Survey Results

Responses to each of the five questions are discussed below.

For Which Students Are Matrixes Completed?

Thirty-four districts out of 67 reported that only required matrixes are completed. These include matrixes for students rated Level 4 or 5 on the matrix, matrixes for all John M. McKay Scholarship Program students, and students rated above Level 1 at charter schools and Department of Juvenile Justice educational programs. An additional seven districts reported that matrixes were also completed on borderline students (those they think might be a Level 4 or Level 5). Thirteen districts reported completing matrixes on level 4 and

level 5 students as well students being placed in exceptional student education for the first time. Two districts reported completing mandatory matrixes and matrixes for both borderline students and those initially placed in ESE. Three districts reported completing matrixes for students in instances where the support level has changed from the previous matrix. One district reported completing matrixes for all exceptional students with ratings of 252-255 (Support Levels 2 through 5), and seven districts reported completing matrixes on all exceptional education students. The responses given by the districts are summarized in Table 1.

Table 1
Matrixes Completed

Required Matrixes Only (Support Levels 4 and 5)	Required Matrixes and "Borderline" Students	Required Matrixes and Initial Placements	Required Matrixes, "Borderline" Students, and Initial Placements	Required Matrixes and Changes to Ratings	All Students at Support Levels 2 Through 5	All Exceptional Students
34 districts	**7 districts**	**13 districts**	**2 districts**	**3 districts**	**1 district**	**7 districts**
Alachua	Brevard	Duval	Indian River	Leon	Broward	Bradford
Baker	Charlotte	Escambia	St. Lucie	Madison		Collier
Bay	Martin	Gadsden		Sarasota		Columbia
Calhoun	Monroe	Glades				Flagler
Citrus	Pasco	Hillsborough				Gulf
Clay	Pinellas	Lafayette				Hamilton
Dade	St. Johns	Marion				Polk
DeSoto		Nassau				
Dixie		Okaloosa				
Franklin		Orange				
Gilchrist		Palm Beach				
Hardee		Taylor				
Hendry		Walton				
Hernando						
Highlands						
Holmes						
Jackson						
Jefferson						
Lake						
Lee						
Levy						
Liberty						
Manatee						
Okeechobee						
Osceola						
Putnam						
Santa Rosa						
Seminole						
Sumter						
Suwannee						
Union						
Volusia						
Wakulla						
Washington						

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For What Purposes Are Matrixes Completed?

District administrators who indicated that matrixes were being completed in instances other than those required by Florida Statutes or the Department of Education were asked to explain the purpose for completing additional matrixes.

Borderline and Initially Placed Students

In addition to required matrixes, seven districts reported completing required matrixes on "borderline" students-those they think might be a Level 4 or Level 5. Thirteen districts reported completing matrixes on all initial placements, and two districts reported completing matrixes on both "borderline" and all initial placements.

For districts completing matrixes on "borderline" students, completing a matrix was felt to be the only way to ensure an accurate reporting of Support Level 4 and 5 students. In these cases, a matrix is completed to see if the student should be reported at Support Level 4 or 5.

Similar reasoning was given by many districts for completing matrixes for students being initially placed in exceptional student education-to determine if they should be reported at Support Level 4 or 5. Other districts indicated that completing matrixes at initial placement allowed them to establish baseline data used for the allocation of resources.

Districts completing matrixes on "borderline" students and/or students being initially placed in exceptional student education indicated that there are very few students falling into either of these categories and that the impact on workload is minor.

Keeping Track of Matrix Changes

Three districts indicated keeping track of changes to matrix ratings, although not necessarily through completing a new matrix form. For example, in Leon County, teachers are asked to note when matrix levels change and many teachers complete new forms when changes do occur. At the district level, information about ratings on all students is used to keep track of the funding stream. Because schools are funded using a weighted FTE model, differentiation between Support Levels 1, 2, and 3 is important to ensure that

schools serving students with more intense needs get a greater proportion of exceptional student funding (including funds from the ESE Guaranteed Allocation). Similarly, Madison County maintains a rating on every student by completing matrixes when services change and uses the information to ensure equitable distribution of the Guaranteed Allocation. In Sarasota County, anytime there is a service change in a student previously rated 252 or 253, staff is asked to complete a new matrix to make sure that any changes resulting in a rating of 254-255 are captured. Exceptional education administrators in Leon, Madison, and Sarasota reported receiving no negative feedback regarding workload associated with keeping track of these specific matrix ratings.

Matrixes on All Exceptional Students

One district, Broward County, reported that matrixes are completed for all exceptional students with ratings of 252 through 255 (approximately 40 percent of the exceptional population). District personnel use the matrix data as a financial planning tool, finding it an effective way to "roll out" funding to schools. The district office reported receiving no negative feedback about the paperwork involved and attributed this to the 60 percent reduction in matrixes achieved by eliminating 251 students and the fact that matrixes are only required every three years, unless there are significant changes to services.

Seven districts (Bradford, Collier, Columbia, Flagler, Gulf, Hamilton, Polk) report continued completion of matrixes on all exceptional education students. Reasons given for choosing to continue to complete matrixes included:

- Data used to determine distribution of funds
- Data used as a planning tool for allocating resources and keeping track of services
- Ensures that all required matrixes are completed
- Works as a kind of "check and balance" for services indicated on the IEP
- Want to be prepared in case the state returns to the original matrix system for funding
- Want all staff to remain trained and practiced in completing matrixes

Who Completes Matrixes?

In addition to determining which districts are completing matrixes other than those required, the study looked at whether or not classroom teachers were responsible for matrix completion. Table 2 summarizes the districts response to the question, "who completes matrixes?"

Seventeen districts reported that ESE teachers were responsible for completing almost all of the matrixes in the district. Another thirty districts reported that ESE teachers have some responsibility for completing matrixes either individually or as part of an IEP team. In these cases, teachers may actually complete the form or may simply provide input without being involved in completion of the paperwork.

Twenty districts out the 67 report virtually no involvement of ESE teachers in completing matrixes. In these districts matrixes are completed by staff who do not have teaching responsibilities such as staffing specialists, school liaisons or district administrators.

Table 2
Responsibility for Matrix Completion

ESE Teachers	**ESE Teachers and Others** (e.g., IEP Team, Staffing Specialist, ESE Director)	**Staff Other than ESE Teachers** (e.g., Staffing Specialist, ESE Director)
17 districts Bay, Hamilton, Hardee, Hillsborough, Lee, Leon, Levy, Manatee, Palm Beach, Pasco, Pinellas, Polk, Putnam, Seminole, Suwannee, Wakulla, Washington	**30 districts** Alachua, Bradford, Brevard, Clay, Collier, Columbia, Dade, DeSoto, Dixie, Duval, Escambia, Franklin, Gilchrist, Glades, Gulf, Hendry, Hernando, Highlands, Indian River, Jackson, Lake, Nassau, Okaloosa, Osceola, St. Johns, Sarasota, Sumter, Taylor, Union, Walton	**20 districts** Baker, Broward, Calhoun, Charlotte, Citrus, Flagler, Gadsden, Holmes, Jefferson, Lafayette, Liberty, Madison, Marion, Martin, Monroe, Okeechobee, Orange, St. Lucie, Santa Rosa, Volusia

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How Often Are Matrixes Completed?

Prior to the 2000 amendment to section 236.025(2)(b), Florida Statutes, a new matrix was required at least once a year. During the 2000 legislative session, the statute was amended to require that a matrix be completed "...at the time of the student's initial placement into an exceptional student education program and at least once every three years." The Department of Education, through Bureau of Instructional Support and Community Services memorandum #00-62, instructed districts to ensure that matrixes were completed at initial placement, at least once every three years, and if services changed as a result of an IEP team decision.

As part of the telephone survey, district administrators were asked how often matrixes were being completed. Their responses are summarized in Table 3.

Thirty-four districts reported that matrixes were being completed as required-once every three years or when services change as a result of an IEP team decision. All other districts reported that matrixes were being completed (or at least reviewed) on an annual basis. Virtually all of these districts expressed concern that if teachers were not required to complete matrixes at least annually, keeping track of the three-year deadline for each student and ensuring that each deadline is met would be extremely difficult. By maintaining an annual review requirement locally, they are ensured of not missing the three-year requirement. Additionally, there was concern that skills acquired during matrix training would be lost if not used on a regular basis, particularly in districts where matrixes are completed on only a small percentage of the exceptional student population.

Table 3
Frequency of Matrix Completion

Once every three years or when services change	Reviewed or completed annually
34 districts Bradford, Broward, Charlotte, Clay, Dade, DeSoto, Duval, Escambia, Franklin, Gadsden, Gilchrist, Glades, Hardee, Hendry, Highlands, Hillsborough, Indian River, Jefferson, Lake, Lee, Leon, Liberty, Manatee, Monroe, Okaloosa, Palm Beach, Pasco, Pinellas, Santa Rosa, Seminole, Suwannee, Volusia, Wakulla, Walton	**33 districts** Alachua, Baker, Bay, Brevard, Calhoun, Citrus, Collier, Columbia, Dixie, Flagler, Gulf, Hamilton, Hernando, Holmes, Jackson, Lafayette, Levy, Madison, Marion, Martin, Nassau, Okeechobee, Orange, Osceola, Polk, Putnam, St. Johns, St. Lucie, Sarasota, Sumter, Taylor, Union, Washington

What Feedback Have You Received Regarding Matrix Completion?

Survey respondents, including those from districts where matrixes are completed on all exceptional students, did not report receiving any appreciable negative feedback regarding matrix completion. They believe this is the case because matrixes require little time to complete and, in most cases, are completed on relatively few students. Districts reporting negative feedback regarding "paperwork" indicated that virtually all of this feedback concerns the amount of time spent conducting and completing individual educational plans (IEPs) rather than matrixes.

APPENDIX A

Florida Department of Education

Matrix of Services

For funding under the Florida Education Finance Program

7/99

Total of Ratings: _____
Cost Factor: _____

Student Information

District: _____

Date Completed: _____

Student Name: _____

Student ID: _____

Date of Birth: _____ Grade: _____

School: _____

Total Minutes in School Week: _____

Minutes per Week with Non-ESE Persons: _____

Names of Persons Completing Matrix:

_____ _____

_____ _____

_____ _____

Areas of Eligibility (Put a "P" next to the primary exceptionality. Check all others that apply.)

		Data Entry Code
__	Autistic	P
__	Deaf or Hard of Hearing	H
__	Developmentally Delayed (Age: 0-5)	T
__	Dual-Sensory Impaired	O
__	Educable Mentally Handicapped	A
__	Emotionally Handicapped	J
__	Established Conditions (Age: 0-2)	U
__	Gifted	L
__	Hospital/Homebound	M
__	Language Impaired	G
__	Occupational Therapy	D
__	Orthopedically Impaired	C
__	Other Health Impaired	V
__	Physical Therapy	E
__	Profoundly Mentally Handicapped	N
__	Severely Emotionally Disturbed	Q
__	Specific Learning Disabled	K
__	Speech Impaired	F
__	Trainable Mentally Handicapped	B
__	Traumatic Brain Injured	S
__	Visually Impaired	I

Instructions

1. Check services or supports to be provided by school district to student in Domains A through E.
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.
3. Check applicable special considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the *Matrix of Services Handbook*.)

Matrix Reviews after Interim IEP Meetings

Record interim reviews below if (1) there is no change in services and (2) the matrix is less than one year old.

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

ESE 9291

Matrix of Services

Student Name: _____

Domain A—Curriculum and Learning Environment

Level 1 ❑	___ Requires no services or assistance beyond that which is normally available to all students
Level 2 ❑ Requires simple adaptations to curriculum or learning environment	___ Adaptation to the general curriculum ___ Curriculum compacting ___ Electronic tools (e.g., tape recorders, word processors) ___ Adapted textbooks, materials (e.g., large print, Braille, audio format) ___ Modified assessment procedures/materials ___ Specially prepared notes, materials ___ Referrals to agencies ___ Consultation on a monthly basis with teachers, family, agencies, or others
Level 3 ❑ Requires modified curriculum and/or learning environment	___ Differentiated curriculum ___ Modifications to curriculum content, process, product ___ Specialized instructional approaches ___ Low-vision aids or use of electronic tools with assistance ___ Alternate textbooks, materials, assessments, or equipment ___ Special assistance in mainstream requiring weekly consultation ___ Assistance for some learning activities ___ Direct, specialized instruction and/or curriculum for some learning activities ___ Collaboration with teachers, family, agencies, or others
Level 4 ❑ Requires different curriculum and/or extensive modification to learning environment	___ Extensive creation of special materials ___ Direct, specialized instruction and/or curriculum for the majority of learning activities ___ Instruction delivered within the community ___ Assistance for the majority of learning activities (e.g., low pupil-teacher ratio) ___ Use of assistive technology with supervision for majority of learning activities
Level 5 ❑ Requires different curriculum and substantial modifications to learning environment	___ Instruction in reading Braille ___ Intensive curriculum or instructional approach for most learning activities (e.g., supported employment, very small group, or one-to-one assistance) ___ Group instruction at home or hospital (e.g., teleclass) ___ Individual instruction at home or hospital ___ Ongoing, continuous assistance for participation in learning activities

Domain B—Social/Emotional Behavior

Level 1 ❑	___ Requires no services or assistance beyond that which is normally available to all students
Level 2 ❑ Requires periodic assistance and/or behavior management	___ Consultation on a monthly basis with teachers, family, agencies, or others ___ Specialized training in self-advocacy and understanding of exceptionality ___ Special behavior system in general class ___ Monthly counseling or guidance ___ Monthly assessment of behavior or social skills
Level 3 ❑ Requires weekly personal assistance, behavior management, or intervention	___ Small group training in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization ___ Weekly counseling or guidance ___ Behavior contract, including behavior outside the classroom (e.g., lunch, bus, home) ___ Weekly family counseling, assessment, interventions ___ Referral and follow-up for transitions to and from community-based programs ___ Weekly assessment of behavior as part of special behavior system ___ Collaboration with teachers, family, agencies, or others
Level 4 ❑ Requires daily personal assistance, monitoring, and/or intervention	___ Highly structured behavior management plan infused throughout the school day ___ Daily counseling or specific instruction on social or emotional behavior (e.g., self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, socialization) ___ Daily reports to family, agencies, or others
Level 5 ❑ Requires continuous personal assistance, monitoring, and intervention	___ Intensive, individualized behavior management plan that requires very small group or one-on-one intervention ___ Therapeutic treatment infused throughout the educational program ___ Wraparound services for up to 24-hour care

Domain B Rating: _____

Matrix of Services

Student Name: _____

Domain C—Independent Functioning

Level 1 ❑	___ Requires no services or assistance beyond that which is normally available to all students
Level 2 ❑ Requires periodic personal assistance, monitoring, and/or minor intervention	___ Monthly personal assistance with materials or equipment ___ Consultation on a monthly basis with teachers, family, therapists, service coordinator, or others ___ Organizational strategies or adaptations for independent functioning ___ Special equipment, furniture, strategies, or adaptations for motor control in the classroom
Level 3 ❑ Requires weekly personal assistance, monitoring, and/or intervention	___ Specially designed organizational strategies or adaptations for independent functioning ___ Supervision to ensure physical safety during some activities ___ Weekly training in self-monitoring of independent living skills ___ Weekly monitoring of, or assistance with, independent living skills, materials, or equipment ___ Collaboration with teachers, family, agencies, or others
Level 4 ❑ Requires daily personal assistance, monitoring, and/or intervention	___ Supervision to ensure physical safety during most activities ___ Personal assistance or supervision in activities of daily living, self-care, and self-management for part of the day ___ Special equipment/assistive technology for personal care with frequent assistance ___ Regularly scheduled occupational therapy, physical therapy, or orientation and mobility training
Level 5 ❑ Requires continuous personal assistance, monitoring, and/or intervention	___ Continuous supervision to ensure physical safety ___ Personal assistance or supervision in activities of daily living, self-care, and self-management for most or all of the day ___ Occupational therapy, physical therapy, or orientation and mobility training more than once a week ___ Multiple therapies and services (physical therapy, occupational therapy, or orientation and mobility training)

Domain C Rating: _____

Domain D—Health Care

Level 1 ❑	___ Requires no services or assistance beyond that which is normally available to all students
Level 2 ❑ Requires periodic personal assistance, monitoring, and/or minor intervention	___ Monthly personal health care assistance ___ Consultation on a monthly basis with teachers, family, agencies, or others ___ Monthly monitoring of health status, procedures, or medication ___ Specialized administration of medication ___ Monthly assistance with agency referrals/ coordination
Level 3 ❑ Requires weekly personal assistance, monitoring, and/or intervention	___ Weekly monitoring or assessment of health status, procedures, or medication ___ Weekly counseling with student or family for related health care needs ___ Weekly communication with family, physician, agencies, or other health-related personnel ___ Intrusive/specialized administration of medication (e.g., Epi-pen injections, suppositories) ___ Collaboration with family, physicians, agencies, or others
Level 4 ❑ Requires daily personal assistance, monitoring, and/or intervention	___ Daily assistance with, or monitoring and assessment of, health status, procedures, or medication ___ Daily assistance with, or monitoring of, equipment related to health care needs ___ Administration of parenteral medication ___ Daily communication with family, physician, agencies, or other health-related personnel
Level 5 ❑ Requires continuous personal assistance or monitoring and multiple interventions	___ Daily assistance with procedures such as catheterization, suctioning, tube feeding, or other school health services ___ Continuous monitoring and assistance related to health care needs

Domain D Rating: _____

Matrix of Services

Student Name: _____

Domain E—Communication

Level 1 ❑	___ Requires no services or assistance beyond that which is normally available to all students
Level 2 ❑ Requires periodic assistance and/or minor interventions	___ Monthly assistance with communication ___ Occasional assistance with personal amplification or communication system ___ Consultation on a monthly basis with teachers, family, agencies, or others
Level 3 ❑ Requires weekly intervention and/or assistance which may include alternative and augmentative communication systems	___ Weekly intervention or assistance with language or communication ___ Weekly speech/language therapy or instruction ___ Weekly assistance with personal amplification or communication system ___ Weekly supervision of augmentative or alternative communication systems ___ Collaboration with teachers, family, agencies, or others
Level 4 ❑ Requires daily intervention and/or assistance which may include alternative and augmentative communication systems	___ Daily assistance and/or instruction with communication equipment (e.g., augmentative or alternative communication systems) ___ Daily integrated intervention and assistance related to communication needs ___ Instruction in sign language for use as the primary method of communication ___ Interpreting services for part of the school day
Level 5 ❑ Requires multiple interventions and assistance which may include alternative and augmentative communication systems	___ Continuous assistance and/or instruction with communication equipment (e.g., augmentative or alternative communication systems) ___ Interpreting services for most or all of the school day ___ Multiple, continuous interventions to replace ineffective communication (e.g., selective mutism, echolalia) and establish appropriate communication

Domain E Rating: _____

Special Considerations:

___ Add 13 points for students eligible for the hospital/homebound program who are receiving individual instruction at home or at a hospital.

___ Add 13 points for prekindergarten children with disabilities who are being served in the home or hospital on a one-to-one basis.

___ Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.

___ Add 3 points for students identified as visually impaired or dual-sensory impaired.

___ Add 3 points for students in high-cost vocational programs as specified by the Department of Education.

Special Considerations Rating: _____

		Cost Factor Scale		
Total of Domain Ratings:	_____	**Total of Ratings**		**Cost Factor**
Special Considerations Rating:	_____	6 - 9	=	251
Total of Ratings:	_____	10 - 13	=	252
		14 - 17	=	253
		18 - 21	=	254
		22 +	=	255

APPENDIX B

FLORIDA DEPARTMENT OF EDUCATION

CHARLIE CRIST
COMMISSIONER

Wayne V. Pierson
Deputy Commissioner for
Planning, Budgeting and Management

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July 12, 2001

DPBM: 02-04

MEMORANDUM

TO: District School Superintendents

FROM: Wayne V. Pierson

SUBJECT: ESE Guaranteed Allocation Funding for Scholarships, Charter Schools, and DJJ Facilities

The 2000 Legislature created the ESE Guaranteed Allocation for school districts to provide educational programs and services for exceptional education students who would have been funded in ESE Support Levels 1, 2, and 3 in the school year 1999-2000. This funding provided school districts with flexibility in the delivery of services to these students. Loss of the specific cost factors created some problems in calculation of funding for such students attending charter schools and DJJ facilities.

The 2001 Legislature, through enactment of the John M. McKay Scholarships for Students with Disabilities (Chapter 2001-82, Laws of Florida), provided a solution. Section (6) of the law provides for the calculation to be based on the methodology and the data used to calculate the guarantee as established in the 2000 appropriation. The consensus of the Florida Education Finance Program Allocation Conference is that this statutory formula be followed in determining funding of scholarship, charter school, and DJJ students, as these are the instances in which the program flexibility granted to districts through the appropriation are not applicable. Therefore, for students with disabilities in charter schools or DJJ programs, districts must complete a Matrix of Services for students with disabilities whose service levels are above Level 1.

The calculation determines weighted 2000-01 funding for the student based on the applicable Level 1, 2, or 3 rating and then applies the 2001-02 grade level basic program funding (see the sample calculation, Attachment 1). Attachment 2 provides the calculated annual amount for each ESE Level in each district. Attachments 3 and 4 provide the component amounts for base funding and ESE Guaranteed Allocation funding.

WVP:DGM:vb

Attachments

cc: District Finance Officers Dropout Prevention Coordinators
ESE Directors

SAMPLE CALCULATION FOR DETERMINING DJJ AND CHARTER SCHOOL ESE FUNDING

ESE GUARANTEED ALLOCATION

Authority: s. 229.05371, F.S.

The calculation shall be based on the student's grade, matrix level of services, and the difference between the 2000-01 basic program and the appropriate level of services cost factor, multiplied by the 2000-01 base student allocation and the 2000-01 district cost differential for the sending district.

ESE Guaranteed Allocation Portion **Sample District - Broward**

The calculation shall be based on the student's grade, matrix level of services,

Student's 2001-02 Grade 5

Student's Matrix Level 253

and the difference between the 2000-2001 basic program and the appropriate level of services cost factor,

2000-01 Cost Factor for a Level 3 (253) student		2.993
2000-01 Cost Factor for basic student in Grade 5	-	1.000
		1.993

multiplied by the 2000-01 base student allocation and the 2000-01 district cost differential of the sending district.

		1.993
2000-01 BSA	X	3416.73
		6809.54
2000-01 DCD	X	1.043
		$7,102

Total portion of ESE Guaranteed Allocation for a 253 in Grade 5 in Broward County **$7,102**

Basic Program Funding **Sample District - Broward**

2001-02 cost factor		1.000
2001-02 BSA	X	3413.18
		3413
2001-02 DCD	X	1.0511
		$3,587

$3,587

Calculation of the student's total FEFP **Sample District - Broward**

ESE Guaranteed Allocation Portion		$7,102
Basic Program Funding	+	$3,587
		$10,689

BASE FUNDING FOR MCKAY SCHOLARSHIPS AND
ADDITIONAL FUNDING FROM ESE GUARANTEED ALLOCATION FOR PROGRAM 111, 112, AND 113 STUDENTS

Districts	Program 111- Grades K-3			Program 112- Grades 4-8			Program 113- Grades 9-12				
	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 4	ESE LEVEL 5
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-
1 Alachua	4,260	6,432	9,707	4,355	6,527	9,802	4,409	6,581	9,856	12,881	18,241
2 Baker	4,199	6,270	9,453	4,252	6,363	9,546	4,307	6,418	9,601	12,884	17,835
3 Bay	4,253	6,423	9,694	4,348	6,518	9,789	4,402	6,571	9,842	12,856	18,209
4 Bradford	4,160	6,263	9,432	4,252	6,354	9,523	4,308	6,410	9,580	12,811	17,860
5 Brevard	4,364	6,585	9,933	4,461	6,682	10,030	4,517	6,738	10,086	13,203	18,698
6 Broward	4,671	7,031	10,587	4,774	7,133	10,689	4,838	7,197	10,753	14,164	20,058
7 Calhoun	4,082	6,147	9,260	4,172	6,237	9,351	4,226	6,292	9,405	12,369	17,516
8 Charlotte	4,300	6,493	9,799	4,396	6,589	9,895	4,450	6,643	9,949	12,909	18,409
9 Citrus	4,161	6,275	9,462	4,253	6,367	9,554	4,308	6,421	9,608	12,595	17,837
10 Clay	4,287	6,475	9,775	4,383	6,572	9,871	4,437	6,625	9,925	12,959	18,352
11 Collier	4,487	6,769	10,209	4,587	6,869	10,309	4,645	6,927	10,367	13,577	19,226
12 Columbia	4,150	6,262	9,448	4,242	6,354	9,537	4,296	6,408	9,591	12,556	17,782
13 Miami-Dade	4,686	7,071	10,666	4,791	7,175	10,770	4,851	7,235	10,830	14,177	20,077
14 DeSoto	4,193	6,312	9,507	4,285	6,404	9,599	4,343	6,462	9,657	12,711	18,001
15 Dixie	4,167	6,283	9,473	4,260	6,376	9,566	4,315	6,431	9,620	12,618	17,869
16 Duval	4,352	6,567	9,907	4,448	6,664	10,003	4,504	6,719	10,059	13,164	18,642
17 Escambia	4,222	6,374	9,619	4,316	6,468	9,713	4,370	6,522	9,767	12,765	18,077
18 Flagler	4,278	6,451	9,727	4,373	6,546	9,822	4,429	6,602	9,878	12,951	18,341
19 Franklin	4,273	6,447	9,724	4,369	6,542	9,820	4,424	6,598	9,875	12,932	18,314
20 Gadsden	4,192	6,318	9,524	4,286	6,412	9,618	4,340	6,467	9,672	12,696	17,980
21 Gilchrist	4,150	6,268	9,461	4,243	6,361	9,554	4,295	6,413	9,606	12,545	17,766
22 Glades	4,282	6,456	9,733	4,378	6,581	9,829	4,433	6,607	9,884	12,964	18,360
23 Gulf	4,167	6,290	9,490	4,261	6,383	9,583	4,314	6,436	9,636	12,606	17,852
24 Hamilton	4,137	6,249	9,433	4,230	6,342	9,525	4,282	6,394	9,577	12,506	17,711
25 Hardee	4,167	6,275	9,454	4,259	6,367	9,546	4,315	6,423	9,602	12,627	17,883
26 Hendry	4,272	6,429	9,680	4,366	6,523	9,775	4,424	6,581	9,833	12,954	18,344
27 Hernando	4,196	6,337	9,585	4,289	6,430	9,658	4,342	6,483	9,711	12,681	17,959
28 Highlands	4,234	6,384	9,625	4,328	6,478	9,719	4,385	6,534	9,775	12,821	18,157
29 Hillsborough	4,468	6,734	10,149	4,567	6,833	10,248	4,627	6,892	10,307	13,534	19,167
30 Holmes	4,164	6,274	9,455	4,257	6,367	9,547	4,312	6,422	9,602	12,617	17,867
31 Indian River	4,358	6,586	9,945	4,456	6,683	10,042	4,510	6,737	10,096	13,168	18,648
32 Jackson	4,090	6,171	9,310	4,180	6,262	9,400	4,233	6,315	9,453	12,371	17,520
33 Jefferson	4,253	6,413	9,669	4,347	6,507	9,763	4,403	6,563	9,819	12,875	18,234
34 Lafayette	4,163	6,285	9,484	4,255	6,378	9,577	4,309	6,431	9,630	12,588	17,827
35 Lake	4,260	6,450	9,722	4,375	6,545	9,817	4,432	6,602	9,874	12,963	18,356
36 Lee	4,362	6,573	9,905	4,459	6,670	10,003	4,516	6,727	10,060	13,214	18,713
37 Leon	4,329	6,527	9,841	4,425	6,623	9,937	4,482	6,680	9,994	13,106	18,560
38 Levy	4,152	6,260	9,437	4,244	6,352	9,530	4,299	6,406	9,584	12,569	17,801
39 Liberty	4,133	6,233	9,399	4,225	6,325	9,491	4,279	6,379	9,544	12,512	17,719
40 Madison	4,167	6,285	9,478	4,260	6,378	9,571	4,314	6,432	9,625	12,614	17,864
41 Manatee	4,406	6,661	10,059	4,505	6,759	10,158	4,560	6,815	10,213	13,311	18,850
42 Marion	4,222	6,367	9,601	4,317	6,462	9,695	4,372	6,517	9,750	12,782	18,102
43 Martin	4,393	6,640	10,028	4,492	6,740	10,127	4,547	6,794	10,181	13,273	18,797
44 Monroe	4,790	7,237	10,925	4,897	7,344	11,033	4,957	7,404	11,093	14,475	20,499
45 Nassau	4,222	6,370	9,609	4,316	6,464	9,703	4,370	6,518	9,757	12,773	18,089
46 Okaloosa	4,296	6,443	9,726	4,361	6,539	9,822	4,415	6,592	9,875	12,894	18,261
47 Okeechobee	4,261	6,430	9,700	4,356	6,525	9,795	4,412	6,581	9,851	12,892	18,257
48 Orange	4,424	6,687	10,098	4,523	6,786	10,197	4,578	6,841	10,251	13,365	18,927
49 Osceola	4,308	6,496	9,796	4,404	6,593	9,892	4,460	6,648	9,948	13,040	18,467
50 Palm Beach	4,638	6,971	10,487	4,739	7,072	10,589	4,805	7,138	10,655	14,080	19,940
51 Pasco	4,303	6,474	9,747	4,397	6,568	9,841	4,456	6,627	9,900	13,051	18,482
52 Pinellas	4,554	6,870	10,362	4,655	6,971	10,463	4,714	7,030	10,522	13,780	19,514
53 Polk	4,298	6,469	9,756	4,394	6,565	9,852	4,440	6,620	9,908	12,978	18,379
54 Putnam	4,182	6,307	9,511	4,274	6,400	9,604	4,329	6,454	9,659	12,656	17,923
55 St. Johns	4,361	6,575	9,914	4,458	6,673	10,012	4,515	6,730	10,069	13,201	18,696
56 St. Lucie	4,281	6,461	9,747	4,377	6,557	9,843	4,430	6,610	9,897	12,948	18,337
57 Santa Rosa	4,172	6,294	9,493	4,265	6,386	9,587	4,319	6,441	9,640	12,625	17,879
58 Sarasota	4,499	6,789	10,242	4,598	6,888	10,341	4,656	6,946	10,399	13,607	19,270
59 Seminole	4,417	6,666	10,056	4,516	6,765	10,156	4,572	6,821	10,212	13,363	18,925
60 Sumter	4,106	6,191	9,334	4,196	6,281	9,425	4,250	6,335	9,478	12,427	17,598
61 Suwannee	4,119	6,221	9,390	4,211	6,313	9,482	4,264	6,365	9,534	12,452	17,635
62 Taylor	4,228	6,376	9,616	4,323	6,471	9,710	4,377	6,526	9,765	12,799	18,125
63 Union	4,128	6,235	9,411	4,221	6,327	9,503	4,273	6,380	9,556	12,481	17,675
64 Volusia	4,277	6,459	9,749	4,373	6,555	9,844	4,427	6,609	9,899	12,932	18,314
65 Wakulla	4,207	6,340	9,555	4,301	6,434	9,649	4,357	6,490	9,705	12,743	18,047
66 Walton	4,176	6,296	9,492	4,268	6,388	9,584	4,324	6,444	9,639	12,644	17,906
67 Washington	4,078	6,136	9,238	4,168	6,226	9,328	4,224	6,281	9,383	12,369	17,516
68 Washington Special	4,078	6,136	9,238	4,168	6,226	9,328	4,224	6,281	9,383	12,369	17,516
69 FAMU Lab School	4,329	6,527	9,841	4,425	6,623	9,937	4,482	6,680	9,994	13,106	18,560
70 FAU Lab School	4,638	6,971	10,487	4,739	7,072	10,589	4,805	7,138	10,655	14,080	19,940
71 FSU Lab School	4,329	6,527	9,841	4,425	6,623	9,937	4,482	6,680	9,994	13,106	18,560
72 UF Lab School	4,260	6,432	9,707	4,355	6,527	9,802	4,409	6,581	9,856	12,881	18,241

ADDITIONAL FUNDING FROM ESE GUARANTEED ALLOCATION FOR PROGRAM 111, 112, AND 113 STUDENTS

Districts	2000-01 District Cost Differential	Program 111- Grades K-3 ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	Program 112- Grades 4-8 ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	Program 113- Grades 9-12 ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-
1 Alachua	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
2 Baker	0.9334	947	3,058	6,241	1,062	3,173	6,358	756	2,867	6,050
3 Bay	0.9582	973	3,143	6,414	1,091	3,261	6,532	777	2,948	6,217
4 Bradford	0.9295	943	3,046	6,215	1,058	3,160	6,329	753	2,855	6,025
5 Brevard	0.9818	996	3,217	6,565	1,117	3,338	6,686	795	3,016	6,364
6 Broward	1.0430	1,058	3,418	6,974	1,187	3,548	7,102	845	3,204	6,760
7 Calhoun	0.9131	927	2,992	6,105	1,039	3,104	6,218	739	2,805	5,918
8 Charlotte	0.9695	984	3,177	6,483	1,103	3,296	6,602	785	2,978	6,284
9 Citrus	0.9345	948	3,062	6,249	1,063	3,177	6,364	757	2,870	6,057
10 Clay	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
11 Collier	1.0089	1,024	3,306	6,746	1,148	3,430	6,870	817	3,099	6,539
12 Columbia	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
13 Miami-Dade	1.0543	1,070	3,455	7,050	1,200	3,584	7,179	854	3,238	6,833
14 DeSoto	0.9369	951	3,070	6,265	1,066	3,185	6,380	759	2,878	6,073
15 Dixie	0.9355	949	3,065	6,255	1,064	3,180	6,370	758	2,874	6,063
16 Duval	0.9794	994	3,209	6,549	1,114	3,330	6,669	793	3,008	6,348
17 Escambia	0.9516	966	3,118	6,363	1,083	3,235	6,480	771	2,923	6,168
18 Flagler	0.9607	975	3,148	6,424	1,093	3,266	6,542	778	2,951	6,227
19 Franklin	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
20 Gadsden	0.9401	954	3,080	6,288	1,070	3,196	6,402	761	2,888	6,093
21 Gilchrist	0.9363	950	3,066	6,261	1,065	3,183	6,376	758	2,876	6,069
22 Glades	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
23 Gulf	0.9384	952	3,075	6,275	1,068	3,190	6,390	760	2,882	6,082
24 Hamilton	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
25 Hardee	0.9322	946	3,054	6,233	1,061	3,169	6,348	755	2,863	6,042
26 Hendry	0.9536	968	3,125	6,376	1,085	3,242	6,494	772	2,929	6,181
27 Hernando	0.9467	961	3,102	6,330	1,077	3,218	6,447	767	2,908	6,136
28 Highlands	0.9504	964	3,114	6,355	1,081	3,231	6,472	770	2,919	6,160
29 Hillsborough	1.0015	1,016	3,282	6,697	1,139	3,405	6,820	811	3,076	6,491
30 Holmes	0.9327	946	3,056	6,237	1,061	3,171	6,351	755	2,865	6,045
31 Indian River	0.9849	999	3,227	6,586	1,121	3,348	6,707	798	3,025	6,384
32 Jackson	0.9203	934	3,015	6,154	1,047	3,129	6,267	745	2,827	5,965
33 Jefferson	0.9549	969	3,129	6,385	1,086	3,246	6,502	773	2,933	6,189
34 Lafayette	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
35 Lake	0.9595	974	3,144	6,416	1,092	3,262	6,534	777	2,947	6,219
36 Lee	0.9774	992	3,203	6,535	1,112	3,323	6,656	791	3,002	6,335
37 Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
38 Levy	0.9319	946	3,054	6,231	1,060	3,168	6,346	755	2,862	6,040
39 Liberty	0.9284	942	3,042	6,208	1,056	3,156	6,322	752	2,852	6,017
40 Madison	0.9364	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
41 Manatee	0.9967	1,011	3,266	6,664	1,134	3,388	6,787	807	3,062	6,460
42 Marion	0.9483	962	3,107	6,341	1,079	3,224	6,457	768	2,913	6,148
43 Martin	0.9935	1,008	3,255	6,643	1,130	3,378	6,765	805	3,052	6,439
44 Monroe	1.0818	1,098	3,545	7,233	1,231	3,678	7,367	876	3,323	7,012
45 Nassau	0.9498	964	3,112	6,351	1,081	3,229	6,468	769	2,917	6,156
46 Okaloosa	0.9627	977	3,154	6,437	1,095	3,273	6,556	780	2,957	6,240
47 Okeechobee	0.9590	973	3,142	6,412	1,091	3,260	6,530	777	2,946	6,216
48 Orange	1.0003	1,015	3,278	6,689	1,138	3,401	6,812	810	3,073	6,483
49 Osceola	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
50 Palm Beach	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
51 Pasco	0.9596	974	3,145	6,418	1,092	3,263	6,536	777	2,948	6,221
52 Pinellas	1.0240	1,039	3,355	6,847	1,165	3,481	6,973	829	3,145	6,637
53 Polk	0.9641	978	3,159	6,448	1,097	3,278	6,565	781	2,961	6,249
54 Putnam	0.9397	954	3,079	6,283	1,069	3,195	6,399	761	2,886	6,091
55 St. Johns	0.9792	994	3,208	6,547	1,114	3,329	6,668	793	3,008	6,347
56 St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
57 Santa Rosa	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
58 Sarasota	1.0126	1,028	3,318	6,771	1,152	3,442	6,895	820	3,110	6,563
59 Seminole	0.9943	1,009	3,258	6,648	1,131	3,380	6,771	805	3,054	6,445
60 Sumter	0.9219	936	3,021	6,164	1,049	3,134	6,278	747	2,832	5,975
61 Suwannee	0.9293	943	3,045	6,214	1,057	3,159	6,328	753	2,854	6,023
62 Taylor	0.9499	964	3,112	6,352	1,081	3,229	6,468	769	2,918	6,157
63 Union	0.9314	945	3,052	6,228	1,060	3,168	6,342	754	2,861	6,037
64 Volusia	0.9647	979	3,161	6,451	1,098	3,280	6,569	781	2,963	6,253
65 Wakulla	0.9430	957	3,090	6,305	1,073	3,206	6,421	764	2,897	6,112
66 Walton	0.9372	951	3,071	6,267	1,066	3,186	6,382	759	2,879	6,074
67 Washington	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
68 Washington Special	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
69 FAMU Lab School	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
70 FAU Lab School	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
71 FSU Lab School	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
72 UF Lab School	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225

FLORIDA DEPARTMENT OF EDUCATION

BASE FEFP FUNDING FOR MCKAY SCHOLARSHIPS

Districts	District Cost Differential	PCF=1.007 Basic Education Grades K-3	PCF=1.000 Basic Education Grades 4-8	PCF=1.113 Basic Education Grades 9-12	PCF=3.948 ESE Support Level IV	PCF=5.591 ESE Support Level V
		111	112	113	254	255
1 Alachua	0.9559	3,285	3,262	3,631	12,881	18,241
2 Baker	0.9348	3,212	3,190	3,551	12,594	17,835
3 Bay	0.9542	3,280	3,257	3,625	12,858	18,209
4 Bradford	0.9359	3,217	3,194	3,555	12,611	17,860
5 Brevard	0.9798	3,368	3,344	3,722	13,203	18,698
6 Broward	1.0511	3,613	3,587	3,993	14,164	20,058
7 Calhoun	0.9179	3,155	3,133	3,487	12,369	17,516
8 Charlotte	0.9647	3,316	3,293	3,665	12,999	18,409
9 Citrus	0.9347	3,213	3,190	3,551	12,595	17,837
10 Clay	0.9617	3,305	3,282	3,653	12,959	18,352
11 Collier	1.0076	3,463	3,439	3,828	13,577	19,228
12 Columbia	0.9318	3,203	3,180	3,540	12,556	17,782
13 Dade	1.0521	3,616	3,591	3,997	14,177	20,077
14 DeSoto	0.9433	3,242	3,219	3,584	12,711	18,001
15 Dixie	0.9364	3,218	3,196	3,557	12,618	17,869
16 Duval	0.9769	3,358	3,334	3,711	13,164	18,642
17 Escambia	0.9473	3,256	3,233	3,599	12,765	18,077
18 Flagler	0.9611	3,303	3,280	3,651	12,951	18,341
19 Franklin	0.9597	3,298	3,275	3,646	12,932	18,314
20 Gadsden	0.9422	3,238	3,216	3,579	12,696	17,980
21 Gilchrist	0.9310	3,200	3,178	3,537	12,545	17,766
22 Glades	0.9621	3,307	3,284	3,655	12,964	18,360
23 Gulf	0.9355	3,215	3,193	3,554	12,606	17,852
24 Hamilton	0.9281	3,190	3,168	3,526	12,506	17,711
25 Hardee	0.9371	3,221	3,198	3,560	12,627	17,883
26 Hendry	0.9613	3,304	3,281	3,652	12,954	18,344
27 Hernando	0.9411	3,235	3,212	3,575	12,681	17,959
28 Highlands	0.9515	3,270	3,247	3,615	12,821	18,157
29 Hillsborough	1.0044	3,452	3,428	3,816	13,534	19,167
30 Holmes	0.9363	3,218	3,196	3,557	12,617	17,867
31 Indian River	0.9772	3,359	3,335	3,712	13,168	18,648
32 Jackson	0.9181	3,156	3,133	3,488	12,371	17,520
33 Jefferson	0.9555	3,284	3,261	3,630	12,875	18,234
34 Lafayette	0.9342	3,211	3,188	3,549	12,588	17,827
35 Lake	0.9620	3,306	3,283	3,655	12,963	18,358
36 Lee	0.9806	3,370	3,347	3,725	13,214	18,713
37 Leon	0.9726	3,343	3,319	3,695	13,106	18,560
38 Levy	0.9328	3,206	3,184	3,544	12,569	17,801
39 Liberty	0.9285	3,191	3,169	3,527	12,512	17,719
40 Madison	0.9361	3,217	3,195	3,556	12,614	17,864
41 Manatee	0.9878	3,395	3,371	3,753	13,311	18,850
42 Marion	0.9486	3,260	3,238	3,604	12,782	18,102
43 Martin	0.9850	3,385	3,362	3,742	13,273	18,797
44 Monroe	1.0742	3,692	3,666	4,081	14,475	20,499
45 Nassau	0.9479	3,258	3,235	3,601	12,773	18,089
46 Okaloosa	0.9569	3,289	3,266	3,635	12,894	18,261
47 Okeechobee	0.9567	3,288	3,265	3,635	12,892	18,257
48 Orange	0.9918	3,409	3,385	3,768	13,365	18,927
49 Osceola	0.9677	3,326	3,303	3,676	13,040	18,467
50 Palm Beach	1.0449	3,591	3,566	3,970	14,080	19,940
51 Pasco	0.9685	3,329	3,305	3,679	13,051	18,482
52 Pinellas	1.0226	3,515	3,490	3,885	13,780	19,514
53 Polk	0.9631	3,310	3,287	3,659	12,978	18,379
54 Putnam	0.9392	3,228	3,205	3,568	12,656	17,923
55 St. Johns	0.9797	3,367	3,344	3,722	13,201	18,696
56 St. Lucie	0.9609	3,303	3,280	3,650	12,948	18,337
57 Santa Rosa	0.9369	3,220	3,198	3,559	12,625	17,879
58 Sarasota	1.0098	3,471	3,446	3,836	13,607	19,270
59 Seminole	0.9917	3,408	3,385	3,767	13,363	18,925
60 Sumter	0.9222	3,170	3,147	3,503	12,427	17,598
61 Suwannee	0.9241	3,176	3,154	3,511	12,452	17,635
62 Taylor	0.9498	3,264	3,242	3,608	12,799	18,125
63 Union	0.9282	3,190	3,168	3,519	12,481	17,675
64 Volusia	0.9597	3,298	3,275	3,646	12,932	18,314
65 Wakulla	0.9457	3,250	3,228	3,593	12,743	18,047
66 Walton	0.9383	3,225	3,202	3,565	12,644	17,906
67 Washington	0.9179	3,155	3,133	3,487	12,369	17,516
68 Washington Special	0.9179	3,155	3,133	3,487	12,369	17,516
69 FAMU Lab School	0.9726	3,343	3,319	3,695	13,106	18,560
70 FAU Lab School	1.0449	3,591	3,566	3,970	14,080	19,940
71 FSU Lab School	0.9726	3,343	3,319	3,695	13,106	18,560
72 UF Lab School	0.9559	3,285	3,262	3,631	12,881	18,241

Florida Department of Education
Charlie Crist, Commissioner

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